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ABSTRACT

The report of a regional seminar on rural development planning specifies as its objectives: to study the problems of rural development planning, and to elucidate training requirements for managers of rural development projects, with particular reference to the links between education and productive work and employment. The first chapter gives highlights of 16 papers from 12 countries (Bangladesh, Pakistan, Philippines, Sri Lanka, Indonesia, Japan, Socialist Republic of Viet Nam, India, Republic of Korea, Nepal, Malaysia, and Thailand) on three issues: education and training of planners and managers of rural development programs; strengthening and linking the educational and training components (formal and nonformal) of rural development programs with productive work and employment; and planning and management for enhancing the contributions of educational institutions, training centers, and programs (formal and nonformal) to rural development. The second chapter presents reports of two groups into which seminar participants divided themselves for in-depth study of the three issues. The third chapter lists key elements in research, evaluation, and training in which cooperation and exchange within and between countries should be increased: inter-institution communication/cooperation; evaluation of training programs; improvement of planning through decentralization, inter-departmental cooperation, and community involvement; and dissemination of information on innovative training programs, such as those described for Indonesia, Sri Lanka, and Thailand. Appendices include a seminar agenda and participant list. (MH)

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EDUCATION AND RURAL DEVELOPMENT PLANNING

Report of a Regional Seminar
Bangkok, 8-16 December 1980

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INTRODUCTION

Background

The objective of the Regional Seminar on Rural Development Planning was: "to study the problems of the planning of rural development and to elucidate training requirements for managers of rural development projects, with particular reference to the link between education and productive work and employment."

The Regional Seminar was convened by Unesco Regional Office for Education in Asia and the Pacific (ROEAP) within the framework of the Asian Programme of Educational Innovation for Development (APEID), in Bangkok, from 8 to 16 December 1980. It was attended by sixteen participants from thirteen member countries, and representatives of the U.N. family of organizations. (The List of Participants and Observers is at Annex II.) The terms of reference of the Seminar were:

1. To study the problems of planning of education's contribution to rural development, with particular reference to training of managers of rural development projects through both formal and non-formal education modes; and
2. To study the links between education and productive work and employment in the overall context of integrated rural development.

(The Agenda of the Seminar is at Annex I.)

Inauguration

The Seminar was inaugurated by Mr. Raja Roy Singh, Assistant Director-General, Unesco Regional Office for Education in Asia and the Pacific. Welcoming the participants and observers, the Assistant Director-General drew attention to statistical projections which show that the rural sector is, and will continue to be for at least two decades, the dominant sector in most of the developing countries of the Asian region. The majority of the rural population live in absolute poverty and the situation is further aggravated by the population explosion. It is fully recognized nowadays that various aspects of rural development are interdependent and must be concerted to focus on the rural population. The methods used to solve the problem must be highly flexible and suited to the local environment.

He stressed that rural development programmes, in order to be effective, must aim at the development of human resources through education and training as defined by the development needs of the people.

Officers of the Seminar

At the first plenary session, the Seminar unanimously elected Professor M.V. Mathur (India) as Chairman; Dr. Jose R. Vergara (Philippines) as Vice-Chairman; and Dr. M. Delwar Hossain (Bangladesh), Mr. Zainal Abidin bin Awang (Malaysia), Dr. Bernardo M. Reyes (Philippines) and Dr. Nandadasa Kodagoda (Sri Lanka) as Rapporteurs.

Mr. Khoo Eng Choon (ACEID) acted as Secretary of the Seminar.

Work of the Seminar

The Seminar held eight plenary sessions in which it considered the various items of the agenda. To facilitate an in-depth study and analysis of the issues, the Seminar divided itself into two groups. The discussions were centred on three issues, namely:

1. Education and training of planners and managers of rural development programmes;
2. Strengthening and linking the educational and training components (both formal and non-formal) of rural development programmes with productive work and employment; and
3. Planning and management for enhancing the contribution of educational institutions, training centres and programmes (both formal and on-formal) to rural development.

In the closing session the Seminar adopted its final report.

CHAPTER I

EXPERIENCES AND INNOVATIONS

The Asia-Pacific region, like other parts of the world, has witnessed in recent years a significant change in its concept of development. The earlier notion of development as being coterminous with economic development is yielding place to a more comprehensive one in which the potentials of the entire community get unfolded to realize optimal development of its human and natural resources through fullest possible participation and decision-making. The emphasis on human and social aspects of development, which is increasingly visible, is an attempt to keep in full view the important aspects relating to the quality of life fashioned through maximum possible participation of the people themselves. All this, of course, does not imply the neglect or the unimportance of the economic aspects of development.

As the vast majority of peoples of this region live in rural areas, development must focus on programmes and activities that would bring the fruits of development to the common man and woman in the countryside.

The concept of education has also witnessed in recent years a significant widening and deepening of purpose and scope. Education is both an end in itself as a component of development and as a means of other development. Since education interpenetrates all other sectors, it has to be planned and promoted in co-ordination with them. Consequently, the co-operation of a number of sectors of society, including the target groups themselves as beneficiaries and agents of their development, should be involved to promote among all people, specially those belonging to the weak and neglected sections of society, appropriate attitudes, values, knowledge and skills to meet the challenges of life and living.

Furthermore, it is now recognized that 'education' is not and should not be just a 'single-shot' affair. Rather, the process and training — formal, non-formal and indicental — must be of a life-long and continuing nature.

These twin 'revolutions' in the concept of development and education, specially with reference to people living in rural areas, call for consideration of strategies that need to be forged to bring about more effective linkages between educational endeavours and activities relating to rural development.

The above considerations provided the backdrop for this Regional Seminar on Rural Development Planning.

The review of problems and issues relating to the planning of rural development and the role of education and training in it was conducted in plenary sessions of the Seminar on the basis of presentation of 13 papers contributed by the participants.

The papers were categorized under three broad issues. One of the issues was 'Education and Training of Planners and Managers of Rural Development Programmes' under which were considered the following papers:

Bangladesh	:	Planning and training for rural development: the experiences of Bangladesh with special reference to Comilla
Pakistan	:	Experimental pilot project integrating education for rural development
Philippines	:	An inter-agency development project of the Office of Non-formal Education
Sri Lanka	:	Public education in health and nutrition in Sri Lanka
Indonesia	:	Inter-disciplinary research, materials development and training for rural development linked with post-graduate studies

The second issue was 'Strengthening and Linking the Educational and Training Components (Both Formal and Non-formal) of Rural Development Programmes with Productive Work and Employment'. Under this, two papers were presented and the innovative experiences of three other countries were also described at the Seminar.

Japan	:	Fundamental idea of industrial education and the modern significance of development of human ability
Philippines	:	Planning for meeting manpower requirements and training for self-employment in rural areas
Socialist Republic of Viet Nam	:	Work-and-study secondary schools in rural areas
India	:	Community polytechnics
Republic of Korea	:	On the importance of land reform and the role of rural vocational training centres in Saemaul Movement

The third issue was 'Planning and Management for Enhancing the Contribution of Educational Institutions, Training Centres and Programmes (Both Formal and Non-formal) to Rural Development', and the following papers were presented:

India	:	Training in educational planning and management for work related to rural development: the Indian experience
Indonesia	:	Education for rural development in Indonesia

Nepal	:	Education and rural development in Nepal
Republic of Korea	:	Saemaul education and rural development in Republic of Korea
Malaysia	:	New educational planning model for rural development in Malaysia
Thailand	:	Co-operation between teachers' colleges and up-country universities for community development in Thailand

Highlights of each of the papers presented are given below in the order as listed above.

Bangladesh: Planning and training for rural development: the experiences of Bangladesh with special reference to Comilla

Established in 1959, the Bangladesh Academy for Rural Development, Comilla, is a national institution for conducting training, research and pilot experimentation in the field of rural development. The Academy has been able to generate integrated and comprehensive approach to rural development through its pilot experimentation/action research programmes. The research findings and the socio-economic data collected from rural areas help the policy planners and policy-makers of different Ministries. The pilot experimentation has already led to several important projects, including Thana Training and Development Centre (TTDC), Rural Works Programme (RWP), Thana Irrigation Programme (TIP), Two-tiered Co-operative (village level and thana 1/ level).

The methods and principles followed by the Academy are widely termed as "Comilla Programme", "Comilla Approach", "Comilla Experiment", etc. The Academy has been able to establish a 'growth centre' at thana level which ensures co-ordination, training and planning, and its approach depends on: (i) creation of village-based organizations and institutions; (ii) effective local government institutions; (iii) mobilization of local resources; (iv) provision of physical infrastructure; (v) proper co-ordination and co-operation between thana-level officers of different nation-building departments/ agencies; (vi) continuous training system for the local people and representatives of the village-based organizations and local bodies; (vii) consolidation of plan for rural development by the participation of all level officials and non-officials; (viii) proper supervision of activities in various projects or programmes; and (ix) adoption of a bottom-up planning process.

1/ Level of local government above the level of a union (which consists of 10-15 villages).

The elements of training of managers in one of the courses which is representative of the approach are as under:

Thana Central Co-operative Association (TCCA) offers training to the managers and model farmers of village co-operatives, village accountants, inspectors, etc. at TTDC classrooms. The TCCA has a training section; the officer-in-charge of this section, with the assistance of training committee members, organize the training courses. Relevant thana-level officers and other experts take classes. For the managers and model farmers, weekly training classes are organized for disseminating new ideas and for exchange of views. Course contents are: improved seed and method of cultivation, vegetable cultivation, horticulture, fertilizer use, crop diseases and insecticide, poultry and livestock raising and its diseases, fishery, mechanized cultivation, savings, shares and loans, account keeping, family planning, adult education, health and nutrition, co-operative principles, organization and management, etc. In the weekly classes at TTDC, usually lesson sheets, flip-charts, posters and filmstrips are used. TTDC demonstration farm is also used for practical training. Beside holding classes, periodical rallies and exhibitions, and regional meetings are organized for exchange of views and ideas. A monthly newspaper is published which contains information on farmers' interest. Singers' teams perform songs connected to development programmes in the villages.

All the village co-operative societies (KSS) hold weekly meetings. This weekly meeting is the forum for non-formal education of the adult members of the KSS. In these weekly meetings, the manager and model farmer play the role of teacher, and narrate their training experiences to the members. Each model farmer has his own farm which is used as demonstration farm.

There are several other courses for managers, policy-makers as well as professionals responsible for other types of development in the area. The Academy attributes the success of the training courses to the Academy's follow-up and feedback system.

Pakistan: Experimental pilot project integrating education for rural development

In co-operation with Unesco, Pakistan is running the Experimental Pilot Project Integrating Education with Rural Development (EPPIERD), a five-year project which will terminate in December 1981. This project aims to assist children, young people and adults in rural areas in improving their quality of life through formal and non-formal modes of education and to create socio-economic, cultural and co-operative consciousness. Special consideration is paid to girls and women and to the poorest and most vulnerable groups of the population. In the beginning, a community survey of 21 villages was made which covered, among others, parents and out-of-school children and youth, and teachers and children in school.

The approach used has the following features:

i) Education recognized as a critical factor for rural development;

ii) Baseline data collected for preparing realistic development plan;

iii) Training of teachers who are involved in the project;

iv) Setting up of Education Committee;

v) Innovation of Advisory Committees envisaged at federal, provincial and district levels;

vi) Relations established with Curriculum Wing of the Ministry of Education and Integrated Rural Development Project;

vii) Evaluation instruments to be prepared;

viii) Impact studies to be made in relation to baseline data of 21 villages;

ix) Provision made for continuous supervision and guidance.

At present, centres are operating in 21 villages where literacy and numeracy, sewing and embroidery, are covered. It is intended to add other vocational subjects like woodwork, metal work, furniture making, poultry raising, etc. based on the actual demands of the communities and the available resources in future.

It has been observed, in an evaluation conducted in the past, that a project of this nature arouses expectations of the target group which could not be satisfied through mere education attempts; and that it is inconceivable that the Ministry of Education or any other ministry could effectively co-ordinate or integrate the work of several government departments and agencies. Now that the local body institutions have been established in the country, major planning and decision-making role may be entrusted to them. Programmes like EPPIERD and IRDP, aimed at the overall betterment of the rural population, may act as technical arms of the local bodies.

EPPIERD, as briefly explained above, is just a component of the multi-dimensional education policy programme being followed in Pakistan. In the new education policy, there is a notable shift in approach and the major thrust of reforms is on extensive experimentation and promotion of innovations designed with special reference to making educational institutions productive and suited to the local environment and conditions.

Philippines: An inter-agency rural development project of the Office of Non-formal Education

The project referred to in the paper is the Linggap ng Pangulo sa Barangay (President's Concern for the Masses). It has three general objectives: (i) to promote proper values, attitudes and appreciation of the country's rich cultural heritage, with a view to installing nationalistic spirit of services and commitment to the country and fellowmen; (ii) to provide information on the latest technologies of food production, community development, nutrition, population control, etc.; and (iii) to inform the people of the development programmes of the government and how these can improve the quality of people's life and what the people can contribute to these programmes.

The programme depends largely on the use of radio broadcasts, but teaching guides were also developed and distributed. There is an extensive organizational framework covering committees at national, regional, provincial, municipal and village levels. The Barangay chairman organizes regularly listening groups for the broadcasts. The working relations of the several ministries and agencies and the tasks to be performed by each are carefully and elaborately drawn up. The media specialists or information officers of the several ministries work co-operatively towards the success of this programme, for which the scripts are produced and arrangements for radio time are made by the National Media Production Centre. The implementation procedure is set out in much detail and involves, inter alia, a monitoring system and feedback mechanism for the programme, and supply of copies of the broadcasts to non-formal education co-ordinators to enable them to prepare for the listening sessions effectively. Regional personnel are involved in the translation and localization of the scripts, according to the needs and dialects of the people. Certificates of completion of training through this mode are issued at the end of a six-month period.

Twenty-five thousand listening centres have been established, from which 53,000 students have graduated so far. Tape cassettes are provided where radio reception is not good, especially in the northern and mountainous region. The programme has encountered problems, the most important of which are: poor linkages or co-ordination among the different agencies involved in the programme (co-ordination appears to work well at national level, but not so satisfactorily at other levels); irrelevance of some lessons to the needs of the clientele; difficulty of understanding the scripts; and difficulty in evaluating the effectiveness of the programme. There is also lack of need-oriented training for different levels of field personnel, such as curriculum writers, script writers, teacher educators, radio teachers, etc.

Sri Lanka: Public education in health and nutrition in Sri Lanka

A survey of public education in health and nutrition in Sri Lanka, presented at the Seminar, revealed some interesting inequities in the planning, management and financial allocations. Firstly, the rural sector comprises three-fourths of the country but gets a disproportionately low resource allocation; three-fourths of the diseases in the country are preventable but only a fourth of the health resources are devoted to prevention. Not enough effort has been made to train the people to solve their own health problems. Cultural factors, such as myths, beliefs and customs, may be a barrier to health improvement but these are the factors that have to be countered. More effective use should

be made of the practitioners of indigenous medicine, of which there are 10,000 in Sri Lanka.

There are, on the other hand, more cost-effective approaches to the provision of health services. These include one under which students of medical colleges, during their training, take responsibility for certain numbers of families and thus get first-hand 'feel' of methods and problems of public health. Buddhism and Hinduism, which are the primary religions, both support voluntary activities and, therefore, non-governmental organizations have become an important force.

Several voluntary organizations, like the Red Cross Society and the Association for the Prevention of Tuberculosis, have provided training for meeting health needs. By far the most important of these is a non-governmental organization called Sarvodaya. It has been active in the training of rural people in specific curative and preventive measures through provision of mini-courses in medicine. After training, one engages in health education and even attends to simple ailments. The Department of Health is itself now training youth volunteers to act as health education functionaries, particularly in immunization and malarial therapy. Recently, the Department of Health has undertaken education of women in preventive dental health.

The government is organizing rural development societies, each for a cluster of 2-3 villages, which are charged with planning and initiation of development activities. These foci could be better used for health education.

Health education is undertaken widely in the schools, and if its quality is improved and the students are used to diagnose a common condition like worm infestation, the results would enhance the present state efforts.

A welcome change has occurred in recent times in family planning efforts, that is, to consider family planning as a component of family health. The population education programmes have, therefore, widened to encompass the whole field of family health. This is a very significant advance towards better health education of the people. A large number of out-of-school youth have also been trained as health volunteers.

The broadcast medium has always been amply utilized to disseminate health messages, and the trend is even more in recent times. Straight talks, discussions, features and even drama are utilized in the process. Specialized programmes have used 'spots and jingles'. Utilization of the radio is to such an extent that some piece of health education material would go on the air everyday.

Generally, daily papers do not devote sufficient space for health education. Political party papers, which have a tremendous influence over their respective support groups, also seem to ignore this aspect. Regular health information columns are published in the weekly editions, particularly in those aimed at special groups, such as women.

The negative effects of the mass media in promoting health education must not be lost sight of, e.g. in pushing tonics, vitamins and preparations of doubtful or unproven value. Quack practitioners advertise their wares, sometimes potentially harmful ones, and spread false hopes of impossible cures. This is an aspect worth serious consideration.

Some development workers in Sri Lanka have embarked on a new and radical approach to rural development in which Man is the subject and the end of development. This model of development was to be achieved through the use of change agents, comprising of young people who have had training through action at village level, working in teams in villages. The entry point to village change selected by these change agents has so far been economic, and most of the results achieved have been in the economic field. There is evidence that health might be an equally good entry focus.

Indonesia: Inter-disciplinary research, materials development and training for rural development linked with post-graduate studies

The project described in the paper is a practical expression of the philosophy of the university staff that, within the context and needs of a developing country, a university should become the national instrument for rural development.

This means that universities cannot limit themselves to preparing students to obtain formal qualifications. There is a great reserve of knowledge and technology which is accumulated by those working in universities which should be placed at the disposal of the community to improve the quality of life of the ordinary people, especially those living in rural areas.

The Nutrition Education Programme (NEP) was chosen as a basic strategy and entry point of what has been stated above as the role of a university in rural development.

Innovative characteristics of the NEP are:

i) Student based, inter-disciplinary programme: On the basis of their own survey, students have been confronted with the realities of rural poverty. Knowing that the chain of poverty is really a complex one, they decided that students of different disciplines should be involved in the project; thus the choice was for an inter-disciplinary approach to solving rural problems. No academics or university administrators are involved in the decision-making process except in serving as consultants. The university policy is, therefore, fully delegated to the students.

ii) Co-operation with various development agencies: No university programme has yet seen such a full-scale co-operation with commitments and responsibilities of various development agencies as in the NEP. Even though the programme is of limited scope, doctors, teachers, extension workers, formal and informal leaders, university students, primary school children and their parents, administrators of different government offices all took active roles in planning, implementing and evaluating the Nutrition Education Programme. The main components of the training programme for obtaining local trainers and tutors for leading the different activities of the programme are: nutrition; home garden intensification; child-to-child programme, and the adult study groups established by the NEP.

iii) Community participation and leadership: Spontaneous enthusiasm for supporting the NEP can be seen from active support given by philanthropic organizations and the community itself in terms of land allocated for demonstration plots, village balls and classrooms; teachers' time for teaching special classes related to the NEP, etc.

However, it is realized that participatory planning, management and leadership in its real meaning is still far from possible within an illiterate, traditional society still dominated by a "patron-client" bureaucracy.

iv) Integrating formal and non-formal education: (a) NEP has made possible for students to apply and integrate theory to practice; (b) the results of their surveys, interviews and problems identified have made it possible for students to give seminars in formal university classes, but more so in utilizing them for writing graduate theses for their degrees; (c) theoretical knowledge has been utilized to produce study materials for rural people in which content and methods of presenting the materials have been designed in a manner understandable by uneducated rural people. Co-operation with artists has brought new dimensions in methodologies, utilizing new skills in educational communication. Discussions in adult study groups (non-formal) have enabled students to analyze and identify problems and means of solving them in formal classes with lecturers of the university.

New insights and future responsibilities may be summarized as follows:

i) Confronted with the realities of rural development, theories and knowledge related to poverty and development that have been taken for granted by students are now becoming meaningful, but more so in bringing forward new dimensions, such as:

- ignorance, even though interlinked with poverty, is not the exclusive property of the poor;
- development programmes are meaningful when they bring about real changes in improving the quality of life of the poor people in rural areas;
- breaking the chain of poverty will be possible only by designing and undertaking integrated efforts, and thus inter-disciplinary approach in solving the problem of poverty cannot be disregarded.

ii) Even though it has been realized that income-promoting activities are crucial in raising the living standards of the rural people, the long-term strategy to establish economic self-reliance is heavily dependent on improving the educational background of the people concerned. Consequently, this has implications in regard to the role of the universities as a national instrument for rural development:

- It should be able to reformulate and integrate its teaching-learning and research processes for the three-fold functions of (a) extension of the frontiers of knowledge, (b) transmission and dissemination of knowledge and (c) service to society.
- Enhancement of development-oriented awareness of students and promotion of their participation in development programmes should, therefore, become the crux of teaching-learning and research processes and not merely the functions of a traditional community outreach programme.

iii) To be faithful to the mission entrusted by the country, and especially to the fate of millions of rural people in need, universities should restructure their courses and scientific orientations to make possible more inter-disciplinary teaching by starting to identify develop-

ment problems and not by establishing the traditional "walls" of academic courses according to western standards. In-depth studies of disciplines could come at a later stage of university education but not in the undergraduate courses.

Japan: Fundamental idea of industrial education and modern significance of development of human ability.

In Japan, the Industrial Education Promotion Law envisages that industrial education forms the foundation of industrial economy and contributes to the elevation of the standards of living. It is also rooted in the spirit of the fundamental law of education. The acquisition of knowledge, skills and attitudes is evidently essential to the industry, and it is a direct but not the final object of industrial education which must also aim at the development of character and better personality of the students as members of society. It is, therefore, necessary to ensure through industrial education that physical labour is respected as well as mental labour; industrial techniques are required to make human labour more rational and scientific; and creative abilities should cultivate not only fixed techniques or manual skills but also mental and spiritual enrichment.

Technical reform which pervades industry covers a wide range of economic aspects and brings about changes in the way enterprises are managed, production is organized, market system operates, and relationship of labour in the total process is established. With growth of mechanization, the managers have both the time and the need to understand the mechanisms and the process of production and should have sufficient ability to improve in time. This would involve more systematic and deeper foundation in science than before. Technological development would also change economic and social organization of labour, as the problems are created by obsolescence of workers' skills and changes in the industrial structure.

Technical innovations will produce a change in business management, styles of work and production processes, and will also influence educational training and human consciousness. If these are left to chance, the result may be self-annihilation of man, which would hinder economic development. Technical innovations also require the preparation of creative technicians who would themselves contribute to development of new technologies and refinement of techniques.

It is necessary, in view of technological change, to promote vocational subjects, and in technical schools to place greater emphasis on subjects connected with mechanization, introduction of electronics, etc. In agricultural high schools, educational programmes should promote the abilities needed for managing of large-scale and mechanized farming; education on farm machinery and farm management. Each enterprise should undertake most of the occupational training by itself. For this purpose, relevant standards should be established and appropriate teaching materials developed. There is also going to be a growing need for further education after schooling to cope with the situation created by the replacement of obsolete technologies and to provide training for change of newly emerging jobs. It is necessary also to study the competencies required by various kinds of technicians. As for developing teachers and professional training staff, long-term educational training needs have to be identified and more relevant programmes developed for interchange between teachers and industrial workers.

Philippines: Planning for meeting manpower requirements and training for self-employment in rural areas

Although planning for meeting manpower requirements has grown substantially over the years in the Philippines, little has been done to provide a system for planning which would promote more widespread development, and perhaps due to this deficiency many constructive policies for rural development have been ruled out of consideration. In proper manpower planning, the following questions must be answered:

- What number and types of skills were employed in the past and now?
- What is the trend of employment? Is it up, down or steady?
- What are the trends in the labour market for the skills needed?
- How much would the training cost be in terms of money, time and efforts?

Under training, the concern of manpower planners is the consideration of methods of training that: (i) are complementary to or supportive of formal training institutions; (ii) can provide the required manpower immediately; and (iii) can explore the existing facilities and programmes for the training of top and middle-level management and supervisory personnel to meet present and future needs of the expanding economy.

In considering programmes to relieve unemployment and under-employment in rural areas the planners are concerned with: (i) the identification of areas, where these exist, and the means for the full utilization of those portions of the labour force; (ii) the study of factors (including plant capacities and organizations) that would increase worker productivity; and (iii) the consideration of means for providing sufficient pools of high level, middle-level and skilled workers.

It is in the rural areas that such problems as under-employment and low productivity are most pronounced. Thus, even if infrastructures like schools, roads, power, irrigation, extension services, appropriate technology and modified fiscal and employment policies were provided, particular efforts for training of individuals for productive self-employment should be emphasized, so as to lead to self-employment.

Although in rural areas opportunities for earning a living are limited by the availability of land holdings and infrastructure, it is here that most of the rural folk will find employment for a long time.

In order to ensure such gainful employment for all individuals in those rural areas, their needs and abilities should be identified. Grouping them under two categories (young and adults), the needs and abilities identified are as follows:

For the young, their needs are associated with vocational preparation and could be one or all of the following: (i) knowledge of occupations; (ii) knowledge of the environment; and (iii) knowledge of history geography, nutrition, civics, cultural activities and the like.

For the adults, the needs of each individual are associated with vocational training and are characterized by (i) better adaptation to his environment or his communities or to the occupation that he plans to follows; and (ii) acquisition of trade skills, techniques and competencies.

The following training programmes are considered as contributive to preparing for self-employment in: (i) handicrafts and cottage industries, food production, broiler production/piggery, fishing, gardening/green revolution; (ii) sewing; (iii) distributive trades as vending, sari-sari store management; and (iv) service trades such as repair of electric household appliances, maintenance of vehicles, etc.

As regards the training itself, every training programme is recommended to take into account the following factors: (i) level of the trainees the programme is addressed to; (ii) familiarity of the instructors with the subject matter; (iii) relevance of curricula to the rural environment and developmental needs; (iv) availability of raw materials and other local resources; (v) relationship to the main rural occupations and future prospects.

The importance of development of manpower for farming, fishery, animal science and forestry to life the standard of living in the rural areas, and the development of manpower needed for industrialization cannot be overemphasized.

Socialist Republic of Viet Nam: Work-and-study secondary schools in rural areas[1/]

The 'Work-and-Study Secondary Schools' link education to the community needs in rural areas. Their curricula are closely related to various agricultural activities in the respective area of the country, thus introducing some flexibility in the learning by doing programme which includes, besides the special theoretical subjects, practical and scientific experiments aimed at increasing the crop production, improving the farming, introducing new technology and facilitating the economic management in the rural areas.

Depending on local conditions, there are two types of work-and-study secondary schools in the rural areas:

- Schools possessing their own farms, and
- Schools attached to neighbouring state-owned or co-operative farms.

Those schools which possess their own farms enjoy a greater flexibility in their curriculum planning and are more independent in their own production plans but encounter some difficulties in their economic management, and often suffer from insufficiency of funds, forcing them to request financial support from the state or from some neighbouring co-operatives.

The schools attached to some state or co-operative farms are free from such managerial and financial problems but have less flexibility in their academic activities, which have to be related to the production needs of the respective farms. Their curriculum and syllabus content have to be oriented to the farming technology of the farms and their experimentation work to the prevailing variety of farm crops (fruits, vegetables, etc.)

1/ This is a highlight of the presentation at the Seminar made by the participant from the Socialist Republic of Viet Nam.

For both categories of schools the weekly programme includes three to four half working days in the farm field.

Their practical activities incorporate service and maintenance of agricultural tools and machinery, experimenting with new technologies in farming, like use of micro-quantitative fertilizers for increasing crop productivity, harvesting, manipulating of food products and their storage and preservation, etc.

Most typically, the students take full responsibility in a given area and by doing this develop not only the practical skills but also moral values and deepened consciousness as members of their society.

India: Community polytechnics[1/]

In the process of implementation of the programme of Integrated Rural Development on a massive scale, the Government of India converted some of the existing polytechnics throughout the country into 'community polytechnics' to serve the needs in the rural areas. Their main objectives are:

- to conduct non-formal courses in agriculture, small-scale and rural industries, craftsmanship, housing, water supply, sanitation, dairying, etc;
- to organize the repair and maintenance of agricultural machinery and tools;
- to provide basic skill-training to rural youth, and more advanced training to artisans, to increase their productivity;
- to act as guidance centres for self-employed enterpreneurs; and
- to provide various social services to the rural community.

Before establishing the new courses, the Government conducted a survey of the villages surrounding the proposed sites of community polytechnics, aiming to identify the immediate and the long-term needs of the rural community. At first a few non-formal training courses were offered to the rural youth so as to facilitate self-employment in the rural areas. Then some extension service centres were established within the villages, so as to render all the necessary technological and engineering help to the villagers. Further, the energy of the students of the community polytechnics was utilized in constructive activities which provided social service to the rural people. This produced a strong impact on the rural folk, who mixed with the students and joined in various social and cultural activities. The community polytechnics provide technical as well as social services to the villagers.

Republic of Korea: On the importance of land reform and the role of rural vocational training centres in Saemaul Movement[2/]

On land reform

The Government of the Republic of Korea established in 1949 a ceiling on ownership of land, e.g. three hectares in the case of rice

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1/ This note is based on information given by Prof. Y. Saran at the Seminar.

2/ These points were made by Mr. Chang-Hoon Lee, observer from UNICEF, Seoul, Republic of Korea.

paddies. But the average size of a farm (paddy field) in the Republic of Korea now is 0.9 hectares. Since most of the farmers could own their farm land, the land reform contributed greatly to rural development in the Republic of Korea despite the ceiling imposed on farm land. Especially after 1970 when the Saemual Movement was launched on a nationwide basis and a high-yield breed of rice was introduced, farmers were able to increase their income level considerably. As a result, their living standards were greatly improved.

Because of rapid decrease of the farming population, creating acute labour shortages, and in order to introduce farm mechanization on a nationwide scale, the Government, in co-operation with the universities and the Korean Development Institute (KDI) and the Korean Rural Economics Institute (KREI), is considering raising the ceiling for farm lands.

In most of the developing countries, especially where there are many landless farmers or where the average farm size is very small, land reform would seem to be a pre-requisite for attaining success for nationwide rural development.

On the role of rural vocational training centres

1. The original objective of establishing these centres was to prevent migration of rural youth to urban areas by providing them some skills with which they can contribute to the development of their villages.

2. These centres were established in the early 1970s by the Office of Labour Affairs (which is under the Ministry of Health and Social Affairs) in most of the provinces in the Republic.

3. All these centres have two basic courses (i.e. farm mechanics and domestic electricity) and each centre selects two to four trades suited to the local needs (e.g. carpentry, brick-laying, knitting, sewing/tailoring, radio/television repair, etc.)

4. During the initial trial years, most of the graduates could not find employment but soon thereafter the project picked up momentum as the Saemual Movement paved the way for programmes like farm mechanization, rural electrification, housing and bridge construction, etc. So most of those graduates could find employment or self-employment.

5. There is a Central Vocational Training Institute (CVTI) at the national level under the Office of Labour Affairs which trains trainers of both rural vocational training centres and of public vocational training centres that are training skilled workers for the industries.

India: Training in educational planning and management for work related to rural development: the Indian experience

Rural development has to be a people's movement. The rural people must have the understanding, motivation and co-operation in order to ensure the success of rural development work.

Education and training, be it formal or non-formal, will have to be effectively linked to rural development efforts in order to bring about improved conditions of living in the rural areas. Institutions and mechanisms should be set up to provide relevant training and orientation

to those who plan, direct, administer and implement the rural development programmes, both in the educational and other sectors. Educational planners and managers should have a wider perspective of education, training and extension activities. A vertical administrative structure exists, but an effective, integrated horizontal co-ordination is lacking.

The new concept of education linked to rural development must be conveyed to the people. Efforts have been made to identify key personnel who could have a multiplier effect in promoting the new understanding.

Several projects and programmes for training and orientation of personnel for the concept of education linked to rural development have been undertaken by the following institutes, among others:

1. The National Institute of Educational Planning and Administration, New Delhi;
2. The National Council of Educational Research and Training, New Delhi;
3. The National Institute of Rural Development, Rajendra Nagar, Hyderabad;
4. The Indian Institute of Management, Ahmedabad;
5. The Indian Institute of Public Administration, New Delhi; and
6. State Institutes of Public Administration.

Some major issues:

1. The ways and means by which the 'educational' component of various development departments may be spelt out and detailed with the 'development' component at various levels of education;
2. Mechanism for providing effective training to educational planners and managers for work related to rural development;
3. Inter-sectoral co-operation to be brought about and parallel streams harmonized into a system network at various points and levels so as to achieve beneficial linkages among education, employment and development; and
4. Mechanisms for effective co-ordination, monitoring, evaluation and feed-back, at various levels.

Indonesia: Education for rural development in Indonesia

The five-year development plans of Indonesia since 1969 have focused on overcoming two critical problems faced by the country, namely, poverty and illiteracy, and on placing priorities on developing the rural communities, increasing the life standard of the people, agricultural production, the educational attainment of the people and job opportunities.

Among the many facets of rural development, education is considered by the government as being basic in laying a solid foundation for the economic development of the country through the development of the human potentials. In view of the fact that formal education has not been able to meet the demands of the people, it has been necessary for the government to develop and provide more opportunities for education through the non-formal approach which is now considered not only as an alternative

to formal schooling but also as a vital component of the total education for the nation. Non-formal education, on account of its flexibility, has become more and more popular to rural young adults in providing some basic education for them.

The experiences gained from the 'Community Learning System Project' were cited as an illustration from which certain indicators and lessons could be learned in connection with the subject of rural development. The project was implemented in two provinces in Indonesia from 1976 to 1978 with the main objective of developing a system of organizing and mobilizing the available learning resources to meet the educational needs of the people in the community. The project was an education project aimed at stimulating the local people to learn how to increase their capabilities to manage their own community programmes, and at developing their potentialities to enable them to achieve a self-determination level on a self-help basis.

One essential element of the mechanism of the project was the establishment of a task force of 8-10 people comprising functional members of the local community, such as those from government services, youth leaders, women leaders, religious leaders and leaders from other social organizations. This task force had as its main responsibilities such functions as:

- identifying and prioritising community needs and problems;
- identifying and pooling together community resources in support of community development programmes;
- designing programmes and activities for using the unused and underutilized resources mobilized to meet the needs and to solve the problems of the local community;
- providing all necessary resources not available in the local community;
- organizing and implementing programmes and activities, and supervising and evaluating them as feedback for future planning.

In general, the mechanism of the project simulated the job to be done by the community education field workers. In line with this, the project also produced various kinds of manuals for the community education field workers covering: identification of learning needs and learning resources; matching specified learning needs with available resources; motivating and recruiting clienteles and organizing learning groups; mobilizing funds and the learning facilities for learning purposes; developing programmes for learning activities; organizing and co-ordinating work between units or agents of change in the community; developing learning groups, supervising and motivating them; and follow-up on the learning activities of the local community.

In addition to the various manuals mentioned above, the project also published case studies of community learning activities on such topics as: pest control; learning for basic education; facilitators' training for literacy campaign; religious activities; English for rural youth; and courses on agriculture for youth farmers, sewing and embroidery, carpentry, mechanics, chicken farming, etc.

According to the village typology developed by the Indonesian Department of Interior, there are three levels of village development, namely:

- Swasembada level of development or self-help level;
- Swakarya level of development or transitional level; and
- Swadaya level of development or traditional level.

The indicators of the self-help level are surplus of needed resources (material, physical, human and financial) and the availability of adequate expertise among the local people for organizing and managing development. What is needed by this level of community is stimulation and incentive to constantly innovate and create activities for modernization and further development.

The indicator of the transitional level is the availability of some of the major resources to support development. This type of community is potentially ready for development, wherein the expertise of the local people need to be developed to enable them to adequately meet the demands of development. What is needed are some guidance, direction and support to start the development process rolling. In some cases an outside consultant is needed to stimulate and promote some innovative ideas that are basic for the development process.

The indicator of the traditional level is the lack of both material resources and expertise. Such a community is not motivated to make any change or accept innovative ideas unless they can be assured that such changes or ideas would improve the basic life needs of their families. Material support is primarily needed, in addition to guidance, direction and consultation, to initiate any change for such a community.

Nepal: Education and rural development in Nepal

The national development goal is focused on raising the living conditions of the rural population, the majority of whom still live in absolute poverty. Through education, the Government is making every effort to impart the skills and knowledge that can help the people make the maximum use of their environment.

Until 1970, the educational programmes which were linked to rural development consisted of vocational courses (conducted at 'multi-purpose high schools') and adult education programmes for rural adults. These programmes, however, did not achieve the desired objectives owing to lack of trained personnel, funding, materials and co-operation.

The National Education System Plan (NESP) was prepared and implemented in stages, aiming at providing educational opportunities on an egalitarian basis to all sections of the people.

The formal education programmes which have bearing on rural development are:

1. Free primary education, which incorporates concepts of health and hygiene;
2. Pre-vocational and vocational training, which provides a foundation for the dignity of labour and formation of work habits;

3. National Development Service, which gives students first-hand knowledge of the conditions in the rural areas and an opportunity to work during their academic years. Under this scheme, a student has to work in a village for 10 months before he obtains a degree. He has to devote his efforts in four areas: education, health, agriculture and construction. Preliminary training is given, which is oriented towards handling village-level problems.

The non-formal education programmes of the country consist of:

1. The Lahachok Project, which is an innovative community-oriented programme in Lahachok. Based on a general survey of the village needs, the following plans and programmes are made:

   a) Alternative education for out-of-school children;

   b) Non-formal agricultural education for youth and adults;

   c) Functional literacy programmes for adult females;

   d) Health education and services;

   e) Development and use of local education materials; and

   f) Competencies development for skill development.

   The programmes have been effective in bringing the school and the community closer together in community development work.

2. Technical schools scheme, aiming at making education more oriented towards real-life situations. The type of trades and the site of the school are decided on the basis of the manpower needs of a particular area, and skill-intensive training is given in close co-ordination with the local development activities.

3. Integrated Non-formal Education Programme, which has been implemented in nine districts of the kingdom and with the collaboration of the Small Farmers Development Programme of the Ministry of Agriculture, and the Cottage Industry Development Department of the Ministry of Industry, aims at stimulating awareness of community problems and promoting changes in attitudes and behaviour towards family planning, health care, farming methods, etc. The programme involves the designing of innovative materials and methodologies which will respond to the needs and interests of the participants who are the adult population of the rural community between the ages of 16 and 45. The awareness and skills development component of the programme will be conducted for a six-month period for which the Ministry of Education will be directly responsible. Income-generating activities will later be financed and managed by the Small Farmers Development Programme and the Cottage Industry Development Department. Extension workers from various government agencies have been requested to attend sessions and provide the needed assistance.

A new ministry, namely, the Ministry of Local Development, was recently established in the country. This Ministry will have its administrative structure down to the district level

and, along with the Co-ordinating Committees at various levels, will be responsible for the conducting and collaboration of rural development activities.

Some problems encountered in linking education to rural development

1. Lack of inter-agency co-operation;
2. Financial, administrative and personnel difficulties in implementation;
3. School curriculum not fully reflecting the community needs;
4. Traditional form of perceptual and attitudinal system prevailing among the rural community;
5. Low rate of community participation and response; and
6. Non-formal education not being granted due status and priority.

Republic of Korea: Saemaul education and rural development in Republic of Korea

As a result of the rapid economic growth in the Republic of Korea based on industrial development during the 1960s, the growth in the agricultural sector lagged far behind that of the industrial sector resulting in the development of negative attitudes towards agriculture among the farmers, many of whom wanted to leave the rural areas for the urban centres. Even monetary investment of the government in rural areas often tended to increase the farmers' dependence on outside assistance and did not lead to continual development by the farmers themselves.

Under these situations some sort of a nationwide movement became necessary to cultivate a positive attitude among the rural people, to assist them in gaining new techniques in agriculture, and to train them for more active self-reliance and co-operative spirit. Thus in the Republic of Korea was started in 1972 the Saemaul Movement, the two important aspects of which are the development of modern agricultural techniques and the formation of desirable attitudes and value orientations of the people.

The basic spirits of the Saemaul Movement, which is a Korean model of rural development, are diligence, self-help and co-operation. The spirit of diligence is related to work ethics of the people, calling for hard work, creativity, and the habit of saving and frugality. The self-help spirit makes the farmers and villages try to solve their problems with their own efforts and confidence, and also promotes national integrity and defence. The spirit of co-operation constitutes the base of village and national solidarity, and also emphasizes the spirit of rationality without which common goals of society cannot be achieved.

The types of projects undertaken by the Saemaul Movement could be classified under three categories, namely, spiritual enlightenment (e.g. encouragement of frugality and savings, observation of public order, promotion of law-abiding spirit, development of loyality, charity and filial piety); environmental improvement (e.g. housing conditions, village roads, construction of multi-purpose village halls, children's playground, rural electricity, piped water supply for drinking, irrigation, reforestation, community service facilities and community beautification); and income-increasing projects (e.g. increase of grain

production, scientific farming, expansion of common production facilities, improvement of marketing systems and utilization of open spaces).

The selection of a project to be undertaken is generally based on certain principles wherein the villagers have a role in the decision making process, the common benefit and interest of the village are paramount, and the income of the participants is increased.

Plans and programmes for Saemaul projects are formulated at village levels which are then reviewed by township/sub-county Saemaul Councils and finalized at city/county Saemaul Councils. The people are encouraged to participate actively in the formulation of the plans and programmes.

Saemaul leaders, men and women, play a vital role in implementing Saemaul projects. These leaders are popularly elected by the village assembly on the basis of their leadership qualities and not on their educational background or age. Formal training of village Saemaul leaders started in 1972 and since 1974 the people who had been receiving training included urban Saemaul leaders, social elite, high-ranking government officials, congressmen of the National Assembly, leaders from business, universities, religious circles, labour movement and news media.

The curriculum of Saemaul training consists mainly of three parts: cultivation of Saemaul spirit, study of successful Saemaul cases, and field trips. At the central training institute (Suwon Saemaul Leaders Training Institute), two kinds of one-week training courses are conducted, one for Saemaul leaders and the other for the members of the country's top social echelons. Besides, in each province there is a provincial Saemaul training institute.

The basic policy of Saemaul training may be summarized as: (i) training through sharing (trainees and staff members share room and board); (ii) cultivation of the Saemaul spirit through actual practice; (iii) mutual learning through group discussions and presentation of successful stories of Saemaul activities; and (iv) continuous follow-up and support for the graduates.

One important aspect of the training is self-evaluation conducted through questionnaires filled in before and after the training as well as during the meditation hour at the beginning of training each day. In the process, the trainee evaluates his past life style, focusing on what he has done in the past and what he should do as an individual and a member of the society.

There is no doubt that the Saemaul Movement and Saemaul Education have been successful for rural development in the Republic of Korea, as can be seen from the improved living standards of villagers throughout the country, the very high spirit of the rural people, the improved housing conditions, living surroundings and the rise in their income and intellectual levels.

In the 1980s, however, there is a strong emphasis on 'welfare' and 'moral' and to regard Saemaul as the ground to practice democracy. But the provision of 'welfare' is dependent on the prosperity generated by economic development. Therefore, the harmonization of the 'development theme' of Saemaul Movement and the 'welfare theme' of the recent demand of society will be a problem for the future of the Saemaul Movement in the Republic of Korea.

Another potential problem or challenge for the Saemaul Movement is how to meet the future needs of the rural people who have now, to a certain extent, learnt new techniques of cultivation, developed modern attitudes and value orientations, enjoyed a high standard of living, and acquired professional abilities and expertise. To meet this challenge or problem would call for new Saemaul leaders.

Malaysia: New educational planning model for rural development in Malaysia

In Malaysia the role of education as one of the primary movers in the machinery of growth and development has long been recognized. Consequently, since attaining independence in 1957 no efforts have been spared to ensure that education will be able to play its expected role. The quantitative development of the educational sector over the last two decades has been very satisfying and the physical infrastructure of the education system now has the capacity and capability to shoulder the responsibility of playing an effective and positive role of an agent of change.

In 1971 the Malaysian Government instituted the New Economic Policy (N.E.P.) with a view to overcoming the socio-economic disparity that prevails in the country, and thereby ensuring national unity, security and stability.

In order to play an effective and constructive role towards attaining the twin NEP objectives of poverty eradication and restructuring society, an educational planning model was conceived for the Fourth Malaysia Plan (1981-1985) which will expand and increase opportunities for individual socio-economic advancement; improve the level and quality of educational attainment of the 'have-nots', thus reducing and eventually eliminating the identification of occupation by race and region; and increase the possibility and opportunity for occupational mobility, thereby providing a better and greater avenue for the 'have-nots' to move up the social-status ladder.

The variables of the chosen model are 'participation' and 'achievement', with the former being considered as an 'input' and the latter as 'outcome'. Equal importance is placed on both variables in the model which seeks to increase and improve both the participation and the achievement of the disadvantaged, the majority of whom are located in the rural areas.

The poor grade and quality of achievement in education of rural students and other students from depressed and disadvantaged backgrounds could be attributed, in part, to the educational environment of the schools they attend. The facilities and other educational resources (both physical and human) provided and available to rural children are generally substandard, inadequate and inferior, compared to those available in urban areas. The neglect of the qualitative aspects of rural education has had far-reaching negative implications and consequences, and has become a central concern of the Ministry of Education which now plans to establish a more conducive educational environment in rural schools in order to improve the quality of its education.

Towards this end, the bulk of financial allocations for development in the Fourth Malaysia Plan will be utilized for the improvement and building of new and additional physical facilities for primary schools, particularly in the rural areas. Attention is also focused

on increasing and improving the quantity and quality of other educational resources made available to schools, in particular, rural schools (e.g. more teachers, more financial grants for purchase of teaching aids and equipment, feeding scheme, free textbook loan, increase in the number of teachers' quarters and auxillary non-teaching staff).

The Ministry of Education, Malaysia, is convinced that its new planning model is a fresh and realistic approach to planning education's contribution towards achieving the NEP objectives without jeopardizing the educational objectives.

The planning model for educational development in Malaysia has the inhabitants of the rural areas as its main and most direct beneficiaries. If quality education is obtained in rural areas, the beneficiaries of such an education will surely enhance the possibility of increasing and accelerating growth in the rural areas, concomitant with contributing positively towards changing the occupational profile of the rural inhabitants.

Thailand: Co-operation between teachers' colleges and up-country universities for community development in Thailand

The rural community in Thailand is very poor, lacking educational and economic opportunities. The Government has declared it a policy that various government agencies should set up projects to provide technical services to the rural people. But the important factor is the people themselves who must initiate change, since rural development depends on their potential.

Government institutions of higher education in the provinces are to co-operate in rural development efforts. These institutions include teachers' colleges and universities, of which the personnel must be further motivated to be fully aware of the institutions' role, as well as their own, in rural development efforts. At the same time, these institutions must be provided with adequate manpower and funding for carrying out their rural development work effectively.

Problems relating to rural development which could be solved through the activities of higher education institutions

1. Low educational level of the rural people;
2. Lack of able leaders;
3. Lack of technical know-how;
4. Lack of resource centres; and
5. Lack of understanding of the importance and means of co-operation.

Need for co-operation among higher education institutions

1. Qualified personnel can be pooled together to offer training in all areas.
2. The universities can help upgrade the professional qualifications of the staff of the teachers' colleges, both for their academic knowledge and their teaching techniques. On the other hand, the teachers' colleges can provide greater practical experience in rural development work.

3. The teachers' colleges are located all over the country and, therefore, are in a better position to provide educational services to the community than the universities. At the same time, co-operation in community services and research will help strengthen academic competency.

Examples of co-operation

Although the Government has not provided funds for co-operation, the institutions themselves have initiated it on their own. There are now groups of colleges in the north and northeastern regions of Thailand which co-operate with the provincial universities in providing academic services, on the principle and rationale that because the universities and the teachers' colleges share the same duties in the same local areas, they will co-operate on an equal basis in terms of leadership, work and responsibility.

Scope of co-operation in disseminating academic knowledge to the rural areas

1. Upgrading of personnel through exchange of staff, short training courses, seminars, etc.;
2. Material assistance and educational technology;
3. Research and studies on rural communities' needs and how to cater for those needs; and
4. Provision of services and knowledge to the rural community.

Suggested solutions to some existing problems in implementing this programme

1. The Government should make it a policy for these co-operating institutions to be responsible for educational development of their communities;
2. Administrators at all levels should accept the role of the educational institutions in community development. Funding should be given to support their programmes; and
3. Besides co-operation between universities and teachers' colleges, there should be small-scale co-operation between other educational institutes in the same area in order to make the best use of manpower and resources.

CHAPTER II

TRAINING OF PLANNERS AND MANAGERS

The Seminar divided itself into two groups for an in-depth study of three issues on education for rural development, namely:

Issue I : Education and training of planners and managers of rural development programmes

Issue II : Strengthening and linking the educational and training components (both formal and non-formal) of rural development programmes with productive work and employment

Issue III : Planning and management for enhancing the contribution of educational institutions, training centres and programmes (both formal and non-formal) to rural development.

One group dealt with the first two issues and the other group with the third. The two groups met in separate working sessions and subsequently prepared drafts of their respective deliberations. The drafts were then discussed at plenary and amended in the light of the comments and suggestions made.

The eports of the two groups are given below.

Report of Group A

Background

The vast majority of the population in developing countries, sometimes amounting to 80% of the total, are rural. In spite of this population being the national majority, the results of development efforts do not seep through to them.

The conventional model of development concentrated on 'giving' the needs to the needy rather than causing the provision of need by the people themselves. The result was an alienation of the rural poor, which made them uneasy within the process of development.

The radical trend of development would be to de-alienate man and release his innate potential by a process of creating awareness, imparting relevant skills, and by re-moulding attitudes in order to ripen potentialities.

The planners and managers of development hitherto were guided by the conventional approach. There was thus no participation of the people in the processes that affected them. What were assessed as needs were largely the perceptions of the planners and managers rather than the real or felt needs of the people.

The education system at some levels was not geared to productive and developmental needs, and/or to personality development. It was too academic and competitive, with a crippling effect on the pupil. In

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view of the low rates of literacy and insufficient avenues of continuing education in most of the developing countries, non-formal educational programmes and other allied activities have been started, or given recognition. The salutory effect of these programmes, in many instances, have been less than expected because of their lack of relevance to rural needs and aspirations.

Keeping in view the above, there is need to diversify and broaden the outlook of planners and managers. This will involve, inter-alia, the creation, strengthening and interlinking of educational institutions; review of curricula, methods, materials and aids and, above all, giving the existing educational approaches a new dimension of development orientation.

Issues for consideration

The group was entrusted with the task of making recommendations on the following two issues:

Issue I : Education and training of planners and managers of rural development programmes

Issue II : Strengthening and linking the educational and training components (both formal and non-formal) of rural development programmes with productive work and employment

Working of the group

The group met on four sessions at which country experiences were stated, reference literature scanned, and ideas pooled.

The group agreed that the definition of the term 'village' be left to each member country, according to the local context. Consequently, the term was considered in a general way, cognisance being taken of the changing status of the 'village' with continuing development.

The group considered 'planners' and 'managers' as referring to the 'front-liners' from whatever level, who take stock of village needs, conceptualize modes of action, plan strategies and activate motivational forces. Priority should, therefore, be given to the training needs of this group.

Intersectoral integration, inter-agency co-operation and peoples' participation were considered essential in pre-planning, planning, execution and evaluation.

Issue I : Education and training of planners and managers of rural development programmes

Roles of planners and managers

Planners and managers should function as counsellors to the rural people by providing administrative, technical and moral support to them based on survey findings (as viewed by the people themselves) with the aim of assisting them to become self-reliant and to unleash their innate potentialities.

Training needs

In addition to general and basic disciplines, the following areas were considered important: economic; vocational; educational; health and nutrition; participatory management; and cultural. Community participation aspects should be specially stressed. Among the important skills to be imparted was the ability to win village acceptance. Ability to view the village situation from the angle of the villager, to recognize village leadership, to motivate the people to self-help, and to work as a member of a team were considered essential.

The institutional situation in different countries was discussed. It was noted that in the Saemaul pattern a variety of institutions, including universities, were entrusted with the training function.

The consensus of opinion was that existing institutions should be used as far as possible for this purpose. Where more than one institution is involved, as is the case in many countries, co-operation and co-ordination should be ensured and duplication of efforts should be avoided. This could be achieved through the offices of a co-ordinating body, which was also envisaged to be a resource pool.

The instructional contents should be drawn from the needs of the villagers and the process of training should be realistic in terms of the resources of the villages involving experiences of work at the village level.

It was stressed that in formulating a training policy, one should not overlook the following possibilities: rural technical training; raising the technological level of all developmental activities; emphasis on groups having special needs (farmers and disadvantaged groups); community involvement, leadership and participation. The following check-list was suggested for the trainers and planners.

Is the planner/manager taking into account the present and projected:

a) economic trends;

b) social demand;

c) changes in demand for the various categories of goods and services, and for different types of skills and knowledge;

d) employment trends;

e) rural/urban differences in resources, needs and characteristics;

f) health and nutrition demands;

g) status and trends in education;

h) cultural trends; and

i) factors and forces facilitating/resisting change.

Promoting community participation in planning

Co-operation with voluntary/non-governmental organizations and inter-agency and inter-institutional co-operation, through a co-ordinating body, was considered essential in promoting community participation.

Training in the village setting and relating planning and action to rural needs would promote peoples' participation, for which the mass media should also be mobilized.

The identification and mobilization of under-utilized local resources (material, cultural, organizational, human and office) would also involve active community participation.

Issue II: Strengthening and linking the educational and training components (both formal and non-formal) of rural development programmes with productive work and employment

The group drew attention to gaps the existed between the process and product of education and training on the one hand and such other factors as employment on the other hand.

i) It was stressed that realization by the people of the fact that they themselves can break the existing barriers to development was fundamental to the success of the development process. These barriers were social, economic, political and bureaucratic.

ii) A preliminary requirement is raising the aspirations of the people, bearing in mind that raising aspirations is a double-edged weapon which, if handled wrongly, could end in frustration and rejection.

iii) The stage for Issue II would be set by the provision of certain technological and social needs, such as electricity, water supply, communication facilities, security, universal basic education, health services, library facilities, cultural outlets, etc.

iv) Making education less competitive for academic qualifications, and making educational programmes more flexible in terms of strategy, content, method, etc. would move the people towards Issue II.

v) Vocational training without openings for employment, access to necessary resources, provision of credit facilities, avenues for storage and marketing would be unacceptable, and even if promoted, would be of no lasting or developmental value.

vi) Vocational education, in order to improve man and society, should have inputs for inner development, environmental protection and best use of natural resources, and safety measures.

vii) Vocational training should build itself on the village's potentials and should aim at promoting co-operation and not competition.

Other suggestions

i) The centres of training should also be vocational guidance centres and rural entrepreneurship centres.

ii) Locations should be in proximity to where the needs and openings one.

iii) Training should normally be labour intensive, utilizing appropriate technology and cottage industries, and oriented to mainly rural demands.

iv) Training and practice should be followed up with impact studies, undertaken by inter-sectoral teams and agencies.

v) The foundations of vocational training should be laid while at school. It was suggested that curricula for vocational subjects be drawn up on the basis of findings from community surveys in which school-goers themselves should be involved.

vi) In drawing up curricula in both formal as well as non-formal systems, work-oriented planning was recommended.

Education of special groups

The group observed that certain groups of persons were left out of the mainstream of vocational education. The following suggestions were made in that connection:

i) The village workshop can be turned into a good training locus. Where indicated, this could find government support.

ii) Persons such as successful farmers, craftsmen, etc. may be utilized advantageously as practical instructors, both in and out of school.

iii) Employed adults who may want to follow short courses should have the provision of doing so in schools and other relevant institutions.

iv) Particular groups, such as soldiers may on retirement be provided special vocational educational programmes at pre- or immediate post-retirement stages to equip them for productive socio-economic roles in rural communities.

v) Much can be achieved by promoting social and rural service by various grades of apprentices and interns by including compulsory pre-certificate rural training to professional and other relevant groups.

The group was firmly of the opinion that those state sector and other public service personnel who engage themselves in activities related to rural development, social service, vocational training programmes, etc. should be given financial and promotional credit, and enhanced identity in their regular places of employment.

The group noted that in most Member States the governments have given priority to rural development activities. Some governments have separate Ministries for this purpose. In some countries rural development is provided in their constitutions. Movements such as the Comilla Project, Saemaul Movement, Gram Sharkar and similar projects testified to the recognition accorded to rural development.

The group, however, felt that such commitment needs to seep out to peripheral levels where policies are translated into practical activities. It made the following suggestions:

i) It is appropriate that governments should lay down specific policy regarding rural development, with specific objectives laid out on a space/time/person schedule.

ii) Political commitment should not appear to emanate through philanthropic stances. It should come out because of the realization of the 'explosive situations' obtaining in many developing countries. The philosophy of rural development should be uncovered to all.

iii) It needs to be emphasized that inter-departmental co-operation in rural development is not a favour but a duty and a responsibility of all levels of personnel.

iv) Planning itself should be intersectoral/interdisciplinary. The master plan of rural development should take into account the necessity, scope, inter-relation and other practicalities of education of all varieties.

v) National policy on manpower development should derive itself from rural needs. Premature specialization and prestige-selection of vocations should be discouraged.

vi) There should be a sound national policy on the use and promotion of appropriate technology. Entrepreneurship should be promoted by various incentives, such as tax rebates, etc.

vii) All forces at hand - personnel, administrative, legislative, mass media - should be mobilized in the furtherance of the objectives outlined above.

Report of Group B

Issue: Planning and management of educational institutions, training centres and programmes (both formal and non-formal) to enhance their contribution to rural development

The group, in considering and identifying problems related to the above-mentioned issue, noted that education could be made to contribute more effectively towards achieving the objectives of rural development, which include:

1. To institutionalize the participation of rural people in decision-making;
2. To raise the productivity in the rural sector;
3. To ensure equitable income distribution and provide employment opportunities;
4. To provide basic and continuing education and primary health services and to ensure equitable distribution of education and health services;
5. To provide better social and economic infrastructure in rural areas.

Problems in achieving the rural development objectives

1. There is an evident lack of co-ordination in planning and implementing various projects and programmes for rural development. This problem exists within an agency and between different agencies and ministries which carry out various programmes for rural development.

2. There is a need to increase the awareness among the various educational structures of their roles and responsibilities in rural development through such activities as instruction, training, research and extension.

3. There is a need to build into the curricula of formal and non-formal educational programmes elements of rural development.

4. There is a need to strengthen the training component of educational personnel for functioning as facilitators and agents of change as part of their normal professional functions.

5. There is a need to motivate and mobilize the rural people to be self-reliant and to make full use of locally available resources.

Suggestions and recommendations

The group noted that in most countries the Governments have formulated plans for rural development and have also made considerable investment in terms of material, human and financial resources in the implementation of numerous projects/programmes aimed at developing the rural sector. Although many rural development programmes/projects have been successfully carried out, the evidence at hand suggests that as many have fallen short of expectation, and some have even failed altogether, for one reason or another.

One of the reasons could well be related to the personnel involved in the activity concerned. It could be affirmed that the outcome of any rural development project/programme could be considerably improved if the personnel involved in the various stages of its planning, implementation, monitoring and evaluation were better trained and equipped for their respective functions at all levels.

Consequently, the group is proposing certain measures aimed at remedying, and possibly solving, the problems identified above. These are:

1. A co-ordinating machinery should be established from the village level to the national level. Each co-ordinating body should be headed by an elected representative of the people, a senior government administrator, or a professional who is well accepted by the community. The membership should include, among others, representatives of the people and agencies involved in rural development.

   To maximize the effective operation of each co-ordinating body, it is suggested that appropriate training programmes and/or orientation courses be conducted for the benefit of the members of these bodies. In this manner, the members could be made to become aware of the parameters of development, and appreciate the complementarity of the various programmes, thereby making them mutually reinforcing.

2. The staff and students of educational institutions should be involved part of the time in rural development activities. In so doing, they would develop a better understanding and appreciation of the needs and problems of the rural community. The knowledge and experience gained would help in making

their teaching, training, research and extension services more relevant to the rural situations. The need and value of interdisciplinary research would also be more apparent.

In this regard, some of the experiences in the Asia and Pacific region presented in the Seminar may be instructive.

3. Elements of rural development should pervade all subjects taught and at all levels of education. To achieve this, it would be desirable to bring in representatives of agencies involved in rural development work to participate in the development of the curricula. In view of the diversity of the rural situations, the rural content of the curricula should be flexible to suit the local environment.

4. The training component of educational personnel should include practical and theoretical experiences in rural development, information about agencies undertaking programmes of training for rural development, and activities which will assist educational personnel in developing a closer understanding of the national goals in rural development. Educational personnel will need a strong programme of continuing education to equip them to prepare rural workers for new challenges in rural development.

   One way of strengthening the training component of educational personnel for their functions as facilitators and change agents is through the use of modules. This in turn could prepare them to develop skills in preparing and handling modules for training workers in rural development work.

5. One way to motivate and mobilize the rural people is to make them perceive their needs and the problems obtaining in their community. Another way would be to establish effective linkages with leaders of the community through meaningful interactions.

   The rural people should participate actively in the diagnosis and identification of their needs and problems, as well as in the formulation of programmes to meet them. Such active participation will enhance their awareness of the locally available resources that could be utilized in implementing the development programmes which should be relevant to their situations. Conversely, awareness of the availability of the locally available resources by the rural people will enable them to utilize such resources to meet their needs, thereby making their participation more effective.

CHAPTER III

INTER-COUNTRY CO-OPERATION IN RESEARCH, EVALUATION AND TRAINING

The Seminar identified some of the key elements in research, evaluation and training in which co-operation and exchange within and between countries need to be stepped up with a view to enhancing the capabilities of the countries to tackle the problems of rural development.

In regard to co-operation, it decided to pay special consideration to linkages:

- within different units of an institution or a department
- among different institutions
- among different departments

The Seminar looked into the significant thrusts which need to be supported and disseminated:

- In the field of research: on promoting better communication among the institutions; on promoting and sharing of responsibilities and resources; and on co-operation among institutions and agencies with a view to avoiding duplication.
- In regard to evaluation: on uninvestigated but critical areas, like validating of training programmes for which no satisfactory evaluation has been devised.
- In regard to renewal of planning process: it was noted that different countries are now trying to improve planning through the process of decentralization, of inter-departmental co-operation, and involvement of communities to a greater extent. All of these types of innovations were regarded as highly important.
- In respect of training process: it was noted that several countries have developed new programmes for the orientation and training of various groups involved in rural development, from village level to national level, and for varied categories of people, such as politicians, professionals, animateurs and community leaders; and that the process of their formulation, execution and validation should be studied and disseminated.

The Seminar discussed some of the important new thrusts in the region in the development or execution of which the participants themselves had been involved.

1. <u>Rural Development Project, Sri Lanka: New approach to planning and training for rural development</u>

The Seminar was informed that the inspiration for this project (which was recently started in Sri Lanka with some international inputs), came when a group of Sri Lankans belonging to different fields of specialization met while on individual missions to some Sri Lankan

villages. These officials came into very intimate contact with the villagers and became aware of the following:

i) their own ignorance about the resources and the problems of the people;

ii) the ignorance of the people themselves about some of the resources that they possessed;

iii) that the problems of the people were not only technical in nature. There were vested interests in the status quo. The poverty, lack of innovation, and mental slavery of the people were instrumental in maintaining the power structure and economic status of the village elite.

A member of the team had been influenced by earlier experiences which had demonstrated that quite often the solutions for the village problems proposed by the conventional professional planners and experts were unworkable. Often, these were conceived from sectoral angles, and integrated solutions were not thought of. Sometimes, they were derived from a faulty or equally one-sided theoretical model.

The aforesaid group, having been thus sensitized to the village situation in Sri Lanka and convinced of the ineffectiveness of the on-going projects, set up what was called the Rural Development Research Council in order to attempt solutions, and undertook a series of seminars with a view to starting an action-research programme in this field.

The idea was to train and put into action a band of people called "change agents" from among the villagers. They would act as catalysts to initiate self-reliance in development.

In co-operation with some international agencies, this group visited more villages, made observations, had on-the-spot interactions, and prepared the protocol for the programme based on that experience.

The first stage of the programme was the selection and training of a batch of core-trainers. These were trained from various strata of experience and service, and even included a journalist and a poetess. The selection was through observation of interactions at seminars where the discussion revolved around the concept of development. In this selection process, the Council itself was actively involved.

The core-trainers thus selected were 'trained' in an unconventional manner. They had self-appraisals, discussions, critique-sessions and self-evaluations. The major part of the training occurred in the villages where the core-trainers, in smaller groups, lived in loci, making observations and interactions with the people. Periodically, they would all meet for review of problems, exchange of experiences, and consultations on future lines of work etc. At the end of one year, this core-group was functioning as change-agents, and there were signs of some visible progress in a few directions.

The second phase was to train a group of about 60 'development trainers'. Their mode of selection and training was almost the same as for the core-group, except that it was the core-group that handled the major part of that orientation, with the members of the Council also taking an active role. The group took a longer time than the core-group to conceptualize the new approach but it started functioning in almost the same manner as the core-group under the latter's guidance.

The net result of the process is that each of these groups is now training several village youth in the same concept. These youth are the change agents who observe, learn, conceptualize, plan and act in finding the path to development within a locus, and to promote the co-operation, wisdom and willingness of the people to develop themselves.

In the final phase, all these external personnel would withdraw from a given village. The catalysis by then would be over. The village youth, as change agents, would then take over that function and the process should continue and multiply.

This process had no central bureaucratic management in the conventional sense. This changed the pattern that existed in the villages. The situations thus created redistributed power, largely in favour of the people themselves, reducing their dependence on the existing power structure-political, administrative and commercial.

The Committee on Science and Technology in developing countries (COSTED) has been invited to convene a conference next year in Sri Lanka for the publicizing of this work to interested workers in other countries.

2. Satya Wacana University (Indonesia): Inter-faculty co-operation in a students' project aimed at improving nutritional status of the people of rural areas

The project represents inter-faculty co-operation, a student-led development activity, and the use of 'intellectual resources' of a university and the talents, energies and time of students for service to the community in the context of integrating work and learning.

The faculties of the university involved in the project include education, agriculture, biology and economics, all of which can make a valuable contribution to a comprehensive nutrition programme. The co-operation of the local health department by way of preparing a nutrition handbook made the programme feasible. The local leaders of four villages selected for the initial programme were encouraging.

A preliminary survey undertaken by undergraduate and graduate students focused on (i) demographic data; (ii) agricultural processes; (iii) educational background; and (iv) health practices.

The objectives of the programme were:

- To raise the awareness of the rural people of the importance of nutrition for the growth of their children;
- To demonstrate ways and means of preparing and cooking a balanced diet utilizing locally available materials for the families of the rural people;
- To introduce a variety of action programmes supporting the improvement and development of the programme; and
- To prepare a longitudinal study of the relationship of nutrition and educability of rural children.

Adult education groups were organized at which taped materials for the review of lessons, already given, were presented in story forms. These were attended by husbands and wives in the evenings. Discussions were held on implementation, which provided good case study materials.

One new dimension of the programme was the training of primary school children to guide and encourage families to prepare a balanced diet and to detect as early as possible the signs of malnutrition in their friends, brothers and sisters. Here is a new potential of training for children with implications for curriculum development for primary schools.

At a certain stage of the programme, it was felt that the people who had earlier shown little interest in milk were becoming dependent on milk as a source of protein. Efforts were made to substitute vegetable proteins but these were costly. The children were weighed every month and although there was significant increase in their weight, they were still undernourished even towards the end of the project.

One of the major continuing concerns was to ensure that the content and method of promoting nutrition was understood by the target group. To ensure better understanding, as the majority of the target group were illiterate, whole lessons were re-written in the dialect of the people with the help of artists.

The Seminar discussed the evaluation of the project. The methods of evaluation used were: questionnaires, interviews with women and their husbands, checking the weight of children, and cooking competition.

From the project the students learnt about poverty, what is going on in the rural areas, and that the real-life problems are more complex than the picture presented by the conceptual tools and skills provided by any single discipline or a single faculty.

As to the permanent effects on the students, only impressionistic answers can be given, based on actual contact with the students and from the theses that they have produced. The experience has influenced their way of thinking and about their own future and about development.

Other questions have been raised: Has the programme been good in its 'final' effect? Has the University increased the people's dependence on milk which was coming from voluntary agencies? Has the University, for that reason, done more harm than good under this programme? A new challenge has been created for further reflection and the generation of new knowledge and more comprehensive criteria for evaluation of projects.

3. Inter-institutional consortia in Thailand for developing human resources for rural development

Two types of consortia were discussed:

i) linking of different types of educational institutions; and

ii) linking of educational institutions and technical agencies.

Thailand has 36 teacher training colleges. These colleges are responsible for pre-service education, in-service education, research, professional services to the community, and cultural preservation.

In respect of rural development, which is one of the key concerns of teacher training colleges, much progress could not be made under traditional approaches. Indeed, not only in the educational component of rural development but in the whole field of socio-economic development in the country, it is recognized that development has been impeded by too much centralized control, not enough participation by the beneficiaries, and a lack of concern for the use of resources.

The teachers' colleges and the universities shared the view that they could gain from co-operation in a variety of ways in performing their responsibilities, particularly in the area of rural development. Some of the benefits aimed at were:

a) The qualifications of the teachers in teachers' colleges are not yet up to par. Since these colleges have now begun a Bachelors' Degree Programme, there is a great need for co-operation with the universities in order to upgrade the college personnel in special areas that are needed in rural development programme.

b) Teachers in teachers' colleges are mostly trained in educational fields and, therefore, lack knowledge in some special areas needed in rural development. The universities possess facilities and personnel to train teachers in these needed subjects.

c) Co-operation with teacher training colleges would enable the universities to deal more adequately with activities related to rural development as additional intellectual resources of the teacher training colleges and schools thereby become engaged in such activities.

The approach to forging the linkage was based on agreement between the institutions concerned. The Department of Teacher Education performed the role of a catalytic and facilitating agent. It left the groups of teacher training institutions in different parts of Thailand to organize, as they desire, co-operation with the provincial universities in their respective areas. This is clear from the different models which have already emerged: in one case, links were first established between teachers' colleges and the faculty of education of the university and later extended to cover other faculties; at another place, all faculties of the university joined the programme from the initial stage. Other types of educational institutions and agencies operating outside the educational system were also involved in the co-operative framework.

The process of forging co-operation differed also. In the northeastern zone, the staff of the teachers' colleges and the staff of the faculty of education of the university took the initiative. Informal talks were followed by meetings, and later by approach to the university administration on the one hand, and to the Teacher Education Department on the other.

In the north, initiative was taken by the rector of the university and heads of the teachers' colleges. The co-operation covered teachers' colleges, the provincial university, other educational institutions such as of technology and vocational studies, and governmental agencies outside the educational system.

The scope of co-operation between the higher education institutions broadly encompasses the following areas:

a) Upgrading of personnel through exchange of staff, short training courses, short diploma and certificate courses, graduate courses, seminars and projects.

b) Material Assistance and Educational Technology, by way of exchange of educational materials, texts, exchange and upgrading of personnel in the fields of educational technology and innovative teaching, and co-operation in research.

c) The Advancement of the Teacher Education System, through improvement of student selection,method, improvement of practice teaching, upgrading teacher qualifications, improvement of teacher training curriculum, and follow-up on teacher training graduates.

d) Research for Rural Development, through the gathering of data and the establishment of a data base concerning the rural areas.

e) Providing services to the rural community, such as educational and vocational counselling services; packaged adult education services; provision of technical information to the community; developing skills, such as in chicken raising and soil testing; practical training for rural women; education for pre-school children in rural areas; and community college project.

There were some problems to be solved:

a) That of acceptance: Initially, there were some reservations and even complaints from some university faculties in the case of one co-operative programme. However, after meetings all the partners were interested and the rector of the university became so impressed that he decided to take charge of one project under the programme himself;

b) The question of money: Both the teacher training colleges and the universities approached the Budget Bureau. Owing to financial constraints, no additional funds were available. Both the teacher training colleges and the universities reviewed their existing allocations. They found funds for these new projects partly within the existing activities for which funds were available, and partly through reallocation of resources. As a by-product of these exercises, the universities and teachers' colleges started sharing their staff and even books and other facilities. These were in themselves very useful elements of co-operation. The primary motivating force was the keen desire on the part of the universities and the training colleges to effectively promote and co-ordinate their efforts in building the human capabilities within the rural areas for development of self-reliance.

The Thai experience has highlighted several principles of action: (i) the principle of flexibility: enabling the participating institutions to decide the areas and manner of co-operation; (ii) the principle of catalysing agent: the role of individuals and the Teacher Education Department in providing resources through readjustments of the budget and sharing of personnel and material resources; (iii) the principle of equality and reciprocity: the universities and the colleges agreed to co-operate on an equal basis in terms of leadership, work and responsibility, which principle was built into the initial agreement, the policy statement and the modes of operation.

The co-operative programmes have operated for two years. A national workshop was recently organized, within the context of APEID, for review and evaluation of performance, and for planning for the future.

ANNEX I

AGENDA

1. Inauguration of the Seminar.

2. Election of Officers of the Seminar.

3. Review of problems and issues, and appraisal of achievements and deficiencies relating to the planning of rural development vis-a-vis education and training, with particular reference to:

   a) Education and training of planners and managers of rural development programmes;

   b) Planning for enhancing the contribution of educational institutions and projects (both formal and non-formal) to rural development;

   c) Strengthening and linking the educational and training components (both formal and non-formal) of rural development programmes with productive work and employment.

4. Formulation of strategies and guidelines for enhancing the role and contribution of education and training (both formal and non-formal) to rural development in the above three major areas.

5. Consideration of ways and means for effective exchanges of experiences and co-operation, especially in research, evaluation and renewal of planning and training processes.

6. Adoption of the Report of the Seminar.

ANNEX II

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